Introduction

This policy provides guidelines for establishing priorities for collection development and the allocation of funds for the purchase and maintenance of library materials.

The purpose of the library collection is to support the curricular needs of students, the teaching and research needs of faculty members and the overall mission of the Monterey Institute of International Studies. Additionally, the library provides services to the general community, as described below.

Community Profile

The Monterey Institute of International Studies (MIIS) is comprised of two interdisciplinary graduate schools: the Graduate School of Translation, Interpretation and Language Education (GSTILE) and the Graduate School of International Policy and Management (GSIPM).

MIIS is also home to four research centers: the Center for East Asian Studies, the Center for Nonproliferation Studies, the Center for Russian and Eurasian Studies, and the Center for Globalization & Localization.

Approximately 800 students are enrolled annually. International students make up nearly half of the student body. All students at the Institute have knowledge of at least one language other than their native tongue.

There are approximately 70 regular resident faculty. The Institute frequently hosts other guest faculty who teach specialty courses, which adds to the diversity of course offerings. There are as many as 95 faculty each academic year.

The MIIS Library also offers library cards to faculty and students of the Defense Language Institute (DLI) and Naval Postgraduate School (NPS), while other members of the community are permitted to use the library’s collection.

Purpose

MIIS Mission Statement:
"An academic community committed to preparing innovative professionals able to provide leadership in cross-cultural, multilingual environments."

Library Mission Statement:
The William Tell Coleman Library is an essential and vital component of the intellectual life of the Monterey Institute of International Studies, an affiliate of Middlebury College. It provides students and faculty with print and digital collections as well as research resources that enable the academic community to engage in collaborative instructional and research activities that contribute to student learning, knowledge, creation, and sharing.

Funding:
MIIS is a private institution and the library’s annual budget is set by the Institute’s President and Executive Board. The library may also supplement its budget by applying for grants. The budget for library materials is allocated among the two graduate school departments generally based on enrollment in each department. The budget for serials and continuations is largely determined by the cost of ongoing serial subscriptions plus an inflation rate.
Collection Overview
The Institute library's specialized international collection has over 100,000 volumes, more than 550 print periodical subscriptions, and 28 daily and weekly newspapers. One third of the collection is in languages other than English. Special subject strengths of the collection include bilingual and multilingual dictionaries and glossaries, international business, language teaching, international environmental issues, nonproliferation, international development and human rights.

The library subscribes to over 50 online databases as well as over 800 online academic journals. Students and faculty may also access approximately 15,000 electronic books through the library website.

General Selection and Deselection Guidelines

Responsibility for Collection Development and Selection
The Collection Development Committee has primary responsibility for the selection and deselection of library material in print and electronic formats. The Collection Development Committee consists of the Library Director, Coordinator of Public Services, Coordinator of Technical Services, Acquisitions and Serials Librarian, and Reference/Language Specialist. Teaching faculty are encouraged to make recommendations and collection suggestions from students and other library users are welcomed; however, the Collection Development Committee ultimately determines whether requested materials conform to the goals, qualitative guidelines, and the selection and acquisitions policies presented in this document. In addition, faculty members from each department shall be appointed as members of the Faculty Library Committee, which shall be responsible for advising the MIIS Library on collections and services; serving in an advisory capacity to the Library Management Council; acting as a liaison between the Library and faculty; and providing a faculty and staff perspective on library affairs and with Library Collection Development Committee in support of teaching and research matters.

Guidelines for Selection of Materials
Materials of lasting and scholarly value will be given priority. Other factors considered include existing levels and amounts of materials in the collection, academic program depth and breadth, and anticipated use. The Library evaluates materials through online circulation statistics, by demand experienced through the Library’s reference and bibliographic instruction programs, as well as monitoring Interlibrary Loan requests. Generally speaking, multiple copies of monographic works are not collected. Materials priced over $1000.00 need Collection Development Committee approval prior to purchase.

Evaluation of publications through published reviews is the primary method by which materials are selected.

Languages
The library actively collects materials in the following languages: Arabic, Chinese, English, French, German, Japanese, Korean, Russian, and Spanish. Materials in other languages may be added as needed.

Cooperative Arrangements
The MIIS Library is a member of the Monterey Bay Area Cooperative Library System (MOBAC), a consortium of twenty-four public, academic and special libraries on the California Central Coast, which became a member of the Pacific Library Partnership (PLP) in 2009. The library is also a member of the Statewide California Electronic Library Consortium (SCELC) established in 1986 to develop resource-sharing relationships among the libraries of private academic institutions in California.

Materials not owned by the library may be obtained through Interlibrary Loan. Materials which are frequently requested will be considered for purchase.
Specific Format and Collection Policies

Audiovisual Materials
Audio-visual materials are acquired with priority given for repeated and regular MIIS course-related use when an audio-visual fund is available. Faculty members are encouraged to preview videos or digital contents before submitting purchase requests to the Library. Recommendations from campus AV staff and digital media are preferred when available.

Electronic and Internet Resources
The Library has acquired a number of core print indexes and reference works in electronic format, as well as electronic resources that have no print equivalent. The Library plans to expand this collection of electronic reference databases, funds permitting, first by acquiring access to additional databases and second by migrating selective reference works from print to digital format.

When the Library subscribes to a reference resource in both print and electronic format, or when the Library proposes to subscribe to an electronic resource that it already has in print format, the print subscription will be canceled unless continuation of the print subscription is considered necessary for at least one of the following reasons:

a. Print is needed for day-to-day Reference service
b. Print is necessary as a back-up to the electronic edition
c. Print is needed for archival purposes
d. Print edition affords searching capabilities not possible in the electronic version
e. Print edition presents information in a superior way to that of the electronic version
f. The Library realizes significant monetary savings on the electronic version by continuing to subscribe to the print edition

The Library's Web site and its subject guides collect and organize information which may be more experimental, ephemeral, and fluid than that described in the Collection Development Policy. Electronic resources will be selected using the same guidelines as for other library materials outlined elsewhere in the Collection Development Policy. Evaluation of Web sites may be done by using the resource itself or by arranging for a free trial period in the case of resources for which a fee is charged. Additionally, the presentation of internet resources should be clear and easily readable on a variety of computer monitors. The use of illustrations, color, sound and motion pictures should fulfill a purpose in the presentation of the information or work. The publisher or producer of the resource should be an institution, organization, company, or an individual having respectable credentials with high standards of quality and a good reputation in regard to the subject matter of the resource.

Microforms
Microforms are not actively selected. Students, faculty and staff have access to Interlibrary Loan services for obtaining materials in microforms.

Newspapers
The Library's collection of domestic and foreign newspapers serves as a current awareness service for users. Current foreign newspapers are selected on the basis of their geographical, political, and journalistic importance in a language emphasized in the curriculum. Current domestic newspapers, including those providing local coverage, are selected on the basis of their standing as important representatives of a region, state or major city, or of a significant special interest or political view. Where distance is great and timeliness of news relatively important for curricular support, newspapers will be received by airmail. As airmail editions, due to high cost, will preclude the purchase of additional but less important newspapers, the decision to assume these added costs will be made with care.
Monographs
A. Content quality:
   The materials acquired should present data accurately and responsibly. Emphasis will be given to
titles authored by authorities in their fields or by those representing a consensus of expert opinion.
In order to allow for the widest diversity of views, including those unorthodox or unpopular with
the majority, as expressed in the appended American Library Association's Freedom to Read
Statement, the Library will acquire works which will enrich the quality and diversity of thought and
expression in its collections. The literary style should be readable and the author's meaning clear.
Non-fiction titles should have accurate and complete bibliographic references and indexes.

B. Physical quality:
   Materials to be acquired should have evenly spaced print and a typeface that is large enough to
be easily legible. Bindings should be sturdy, attractive, and easy to open. Margins should be wide
enough to allow rebinding and to allow reading and photocopying without breaking the binding.
Illustrations should be appropriate to the content of the book, and conveniently positioned within
the printed text. Art reproductions, maps, and photographs that complement printed text should
be in focus and have consistent and accurate color tones.

C. Publishers:
   Materials should be the products of publishers with high standards of quality in general and
reliable reputations specifically with respect to the subject matter and type of print materials to be
acquired.

The Library does not purchase current required textbooks for its collection, but faculty may place a
personal copy of a required textbook on reserve.

Serials
Because of the on-going budgetary commitment carried from year to year, requests for publications
issued in successive parts at regular intervals continued indefinitely are reviewed with special care. This
applies to the following types of materials that are considered serials: newspapers, periodicals, annuals,
and proceedings and transactions of societies. Primary considerations include the serial's application to
the curriculum and the Library's collection, the appropriateness of subject matter to the collection, whether
it is at an appropriate intellectual level for a graduate collection, and anticipated use as reflected by the
title's relevance to courses frequently offered on campus.

Special Collections
The library has a large collection of multilingual dictionaries and reference books.

Theses
Copies of MIIS student theses are deposited with the library.

Gifts
Selection criteria for gifts are essentially the same as for purchased materials. The library accepts gifts of
materials only if they are determined to be of value to the collection. Gifts are retained or disposed of
according to the discretion of the library staff. All donations or gifts become the property of the library and
may be disposed of as the library sees fit. The library is under no obligation to include any or all gifts in
the general or other collections.

Collection Maintenance

Deselection
In order to maintain a current, active, and useful collection, materials that no longer reflect the goals of the
Library are removed from the collection. Consultation with faculty is important as a safeguard against the
withdrawal or cancellation of materials with special qualities or significance.
Withdrawal criteria are based on several of the following characteristics: Appropriateness of subject
matter to the collection; obsolescence; the language in which material is written; quantity and immediacy
of past use.
Procedures for complaints
Questions, complaints or concerns about items in the collection can be forwarded to the Collection Development Committee for consideration.

Policy Maintenance
Revisions and amendments to this policy may be made annually or as needed.

Collections Contacts

Acquisitions Librarian
Monterey Institute of International Studies Library
460 Pierce St.
Monterey, CA 93940
Phone: (831) 647-4138
FAX: (831) 647-3518

Policy Adoption Date
Policy approved by the Collection Development Committee on June 10, 2008.

Revision dates

June 2010

Appendices
The Library supports a series of policy statements by the American Library Association concerning the responsibilities of librarians and libraries in making materials available to the public. Copies of these documents are included in the Appendix: Library Bill of Rights; Freedom to Read Statement; Policy on Confidentiality of Library Records; Statement on Professional Ethics.
Appendix A
American Library Association
Library Bill of Rights

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.
We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

   No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

   To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

   The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.
6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Policy on Confidentiality of Library Records

The Council of the American Library Association strongly recommends that the responsible officers of each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy that specifically recognizes its circulation records and other records identifying the names of library users to be confidential. (See also ALA Code of Ethics, Article III, "We protect each library user's right to privacy and confidentiality with respect to information sought or received, and resources consulted, borrowed, acquired or transmitted" and Privacy: An Interpretation of the Library Bill of Rights.)

2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.

3. Resist the issuance of enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.¹

¹Note: Point 3, above, means that upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.

Appendix E
American Library Association
Statement on Professional Ethics

Code of Ethics of the American Library Association

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user’s right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV. We recognize and respect intellectual property rights.

V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted June 28, 1995, by the ALA Council